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ABSTRACT

This report examines sex discrimination in 15 departments in the College of Arts and Sciences at the University of Maryland. Of these departments, 9 had no women who were full professors, four had one with that rank, one department had two and one, three. All of these departments had admitted at least 24% women among their graduate students for the Fall 1969. In most cases, as one went up the academic ladder, from graduate student to full professor, the proportion of women dropped sharply. It was also found that women do not move up as rapidly as their male colleagues, that they are generally excluded from the power structure, rarely head of departments or in high administrative positions, and tend to receive lower salaries than men in comparable ranks. The percentages of women graduate students and women teachers in the 15 departments are given in the appendix. (AF)

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SEX DISCRIMINATION AT THE UNIVERSITY OF MARYLAND

Report prepared for
THE WOMEN'S EQUITY ACTION LEAGUE
Fall 1969

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REPORT PREPARED FOR WOMEN'S EQUITY ACTION LEAGUE

SEX DISCRIMINATION AT THE UNIVERSITY OF MARYLAND

The University of Maryland shows an interesting pattern at the faculty level: in many departments there are substantial numbers of women who are graduate students and graduate assistants, lecturers and instructors. Yet, as one goes up the academic ladder, from graduate student to Full Professor, the proportion of women drops sharply.

For example, in the Art Department, women account for:

87% of the new graduate students admitted in the Fall of 1969 (20 out of 23)
69% of the graduate assistants (22 out of 32)
0% of the Lecturers (0 out of 2)
85% of the Instructors (6 out of 7)
25% of the Assistant Professors (2 out of 8)
17% of the Associate Professors (1 out of 6)
0% of the Full Professors (0 out of 5)

Similarly, in the Speech Department, women account for:

72% of the new graduate students admitted in the Fall of 1969 (64 out of 89)
59% of the graduate assistants (26 out of 44)
50% of the Lecturers (1 out of 2)
42% of the Instructors (8 out of 9)
9% of the Assistant Professors (1 out of 11)
0% of the Associate Professors (0 out of 2)
0% of the Full Professors (0 out of 4)

Figures for other departments are listed in the Appendix. These departments, all in the College of Arts and Sciences are as follows: Art, Speech, English, Philosophy, History, Psychology, Music, Sociology, Microbiology, Zoology, German, French and Italian, Spanish and Portuguese, Chemistry, and Mathematics.[1] Of these 15 departments, (all of whom had admitted at least 24% women among their graduate students for Fall 1969):

-more than half (9 departments) have no women who are Full Professors.
-another four have only one woman with the rank of Full Professor.
-one department has as many as two women with that rank.
-one other department has three women with that rank.

Put another way, out of a total of 120 men and women in these departments who hold the rank of Full Professor, only 9 (or 8%) of these are women. Out of a faculty of 436 Assistant Professors, Associate Professors, and Full Professors, only 53 (or 12%) are women.

Tenure comes with the rank of Associate and Full Professor. Four departments have no women with tenure, although there are women at the lower levels in these departments. Another five have only one woman with tenure. In other words, of the fifteen departments examined, only 6 (or less than half) have as many as 2 or more women with tenure. In contrast to these figures, a full 57% of the instructors in these fifteen departments are women (102 out of 179).

How does one explain results such as these? Is it because women simply are not going into graduate work? A look at the percentages of women accepted for graduate study for the Fall of 1969 dispels any such notions. Fully 43% of the new graduate students in these departments are women (the percentages range from 24% to 87%). In fact, an analysis of graduate applications and admissions statistics for the Fall of 1969 indicates that within these departments, the percentages of women admitted for graduate work is roughly equivalent to the percentage of women who applied. This "equality of admission" at the graduate level seems to be a relatively new policy and may have been a coincidental result of the University's response to H.E.W.'s charges of racial segregation at the University. (Figures for previous years were not available.)[2]

How does one explain the fact that the Chemistry Department, with women accounting for 30% of their new graduate students, 25% of their Post-Doctoral Assistants, and 40% of their teaching Associates, has only one woman out of 48 Assistant, Associate and Full Professors? How does one explain that the Psychology Department, with women accounting for nearly half of the new graduate students, 37% of the graduate assistants, has only two women on its staff of 35 Assistant, Associate

and Full Professors?[3] How does one explain that the 15 departments examined, not one is headed by a woman? How does one explain that the Mathematics Department, with women accounting for 24% of its new graduate students, and 68% of its Instructors and Assistant Instructors, has 23 Fellows, all of whom are male?

Figures for the College of Education were also examined, since traditionally the proportion of women in graduate work in education has been higher than in other academic areas. The variation from department to department was greater than in the College of Arts and Sciences. Of the six departments examined (Early Childhood Education; Secondary Education; Special Education; Administration, Supervision and Curriculum; Child Study; and Counseling and Personnel Services), three clearly show a pattern that can be accounted for only by inferring sex discrimination.

For example, one would certainly expect to see a sizeable number of women in the Department of Early Childhood Education. Indeed fully 47% of the faculty of that department with rank are women, one of the highest percentages in the University. Yet of the 15 women with rank, only one is a Full Professor, only one is an Associate Professor, and the remaining 13 of the 15 are Assistant Professors. Similarly the Department of Counseling and Personnel Services has women accounting for 67% of the graduate assistants and 83% of their instructors. Yet only four of the nineteen professors with rank are female--all of them at the Assistant Professor level. In other words, no woman has tenure in the Department of Counseling and Personnel Services.[4]

The Department of Administration, Supervision and Curriculum presents a somewhat different picture. Out of its entire staff of 16, only 3 women are present:

one is a Full Professor; the other two are graduate assistants. Interestingly enough, in the College of Education, only one department - Special Education - is headed by a woman. Figures for the College of Education appear in the Appendix.

There is indeed a fairly consistant trend that puts women at the bottom of the academic hierarchy: few get into the academic ranks, and still fewer move up as rapidly as their male cohorts. There is a striking contrast between the number and percentage of women at the lower academic levels and at the higher reaches. They are generally excluded from the power structure of the University, rarely heading departments or holding high administrative posts. Discrimination in pay is also suspected, with men receiving higher salaries than women at comparable ranks. (Salary figures were not available but studies conducted at other universities by the National Education Association have continually revealed discrepancies between the salaries of men and women at the same rank.) Whether by design or accident, the effect is the same: <u>women are second class citizens in academia</u>. Until the University recognized that sex discrimination does exist and takes a firm stand against sex discrimination in all of its forms, little will change.

FOOTNOTES

1. The Department of Physics was omitted because of the very low percentage of women admitted as graduate students for the Fall of 1969 (23 out of 242). There are four women on the faculty (out of 210). Very small departments were also omitted: Comparative Literature, Chinese, Hebrew and Classical Languages, all of these having faculties of four or less.

2. A former head of the Admissions Committee in the Department of Psychology confessed to admitting very few women, and just a few years back, the Department discussed at one of its faculty meetings whether or not they ought to admit any women at all! Happily there seems to have been a marked change in their admission policies: the Fall 1969 figures indicate that 47% of their new graduate students were women.

3. At the September 1969 meeting of the American Psychological Association, the Psychology Department of the University of Maryland was openly accused of discriminating against women in their hiring policies. About 20% of the doctorates in psychology are awarded to women; yet within the Department, only 6% of the faculty with rank are female.

4. One professor in the Department of Counseling insists that women should not be professionals. When one woman student protested, another professor told her she was "too strong for a woman." There is no evidence of similar criticisms of men students for "being too strong."

APPENDIX

In the following departments of the College of Arts and Sciences, women account for:

ART

87% of new graduate students admitted in the Fall of 1969 (20 out of 23)
69% of graduate assistants (22 out of 32)
0% of the Lecturers (0 out of 2)
85% of the Instructors (6 out of 7)
25% of the Assistant Professors (2 out of 8)
17% of the Associate Professors (1 out of 6)
0% of the Full Professors (0 out of 5)

SPEECH

72% of new graduate students admitted in the Fall of 1969 (64 out of 89)
59% of graduate assistants (26 out of 44)
50% of Lecturers (1 out of 2)
42% of the Instructors (8 out of 19)
9% of Assistant Professors (1 out of 11)
0% of Associate Professors (0 out of 2)
0% of Full Professors (0 out of 4)

ENGLISH

56% of new graduate students admitted in the Fall of 1969 (77 out of 137)
58% of graduate assistants (34 out of 58)
(no Lecturers in this department)
55% of Instructors (26 out of 47)
24% of Assistant Professors (8 out of 34)
10% of Associate Professors (2 out of 19)
0% of Full Professors (0 out of 14)

PHILOSOPHY

33% of the new graduate students admitted in the Fall of 1969 (3 out of 9)
25% of the graduate assistants (4 of 16)
(no Lecturers in this Dept.)
0% of the Assistant Professors (0 out of 8)
0% of the Associate Professors (0 out of 3)
0% of the Full Professors (0 out of 2)

HISTORY

26% of the new Graduate students admitted in the Fall of 1969 (24 out of 93)
24% of graduate assistants (24 out of 101)
25% of Lecturers (3 out of 12)
0% of Instructors (0 out of 1)
15% of Assistant Professors (4 out of 27)
15% of Associate Professors (2 out of 13)
18% of Full Professors (2 out of 11)

PSYCHOLOGY

47% of the new graduate students admitted in the Fall of 1969 (34 out of 73)
37% of graduate assistants (19 out of 51)
0% of Lecturers (0 out of 3)
25% of Instructors (1 out of 4)
6% of Assistant Professors (1 out of 16)
0% of Associate Professors (0 out of 15)
25% of Full Professors (1 out of 4)

MUSIC

63% of the new graduate students admitted in the Fall of 1969 (26 out of 41)
46% of graduate assistants (6 out of 13)
(no Lecturers in this Dept.)
42% of Instructors (5 out of 12)
30% of Assistant Professors (6 out of 20)
33% of Associate Professors (3 out of 9)
9% of Full Professors (1 out of 11)

SOCIOLOGY

52% of the new graduate students admitted in the Fall of 1969 (11 out of 21)
47% of graduate assistants (8 out of 17)
50% of Lecturers (1 Out of 2)
0% of Instructors (0 out of 5)
7% of Assistant Professors (1 out of 15)
67% of Associate Professors (2 out of 3)
0% of Full Professors (0 out of 2)

MICROBIOLOGY

53% of the new graduate students admitted in the Fall of 1969 (8 out of 15)
65% of graduate assistants (11 out of 17)
0% of Lecturers (0 out of 2)
100% of Instructors (1 out of 1)
0% of Assistant Professors (0 out of 4)
0% of Associate Professors (0 out of 1)
0% of Full Professors (0 out of 4)

ZOOLOGY

27% of the new graduate students admitted in the Fall of 1969 (9 out of 33)
27% of graduate assistants (12 out of 45)
0% of Lecturers (0 out of 1)
60% of Instructors and Assistant Instructors (6 out of 10)
25% of Assistant Professors (1 out of 4)
13% of Associate Professors (1 out of 8)
0% of Full Professors (0 out of 7)

GERMAN

55% of the new graduate students admitted in the Fall of 1969 (11 out of 20)
62% of graduate assistants (8 out of 13)
0% of Lecturers (0 out of 2)
50% of Instructors (5 out of 10)
20% of Assistant Professors (1 out of 5)
0% of Associate Professors (0 out of 1)
0% of Full Professors (0 out of 3)

FRENCH AND ITALIAN

74% of new graduate students admitted in the Fall of 1969 (14 out of 19)
76% of graduate assistants (16 out of 21)
67% of Lecturers (4 out of 6)
69% of Instructors (16 out of 23)
25% of Assistant Professors (1 out of 4)
50% of Associate Professors (1 out of 2)
25% of Full Professors (1 out of 4)

SPANISH AND PORTUGUESE

52% of the new graduate students admitted in the Fall of 1969 (11 out of 21)
69% of the graduate assistants (11 out of 16)
0% of Lecturers (0 out of 2)
71% of Instructors (10 out of 14)
50% of Assistant Professors (1 out of 2)
0% of Associate Professors (o out of 1)
14% of Full Professors (1 out of 7)

CHEMISTRY

30% of the new graduate students admitted in the Fall of 1969 (27 out of 89)
25% of Post-Doctoral Assistants (3 out of 12)
(No Lecturers in this Department)
100% of Instructors (1 out of 1)
40% of Teaching Associates(4 out of 10)
0% of Assistant Professors (0 out of 19)
9% of Associate Professors (1 out of 11)
0% of Full Professors (0 out of 18)

MATHEMATICS

24% of the new graduate students admitted in the Fall of 1969 (58 out of 237)
15% of graduate assistants (21 out of 144)
0% of Fellows (o out of 23)
(No Lecturers in this Department)
68% of Instructors and Assistant Instructors (17 out of 25)
11% of Assistant Professors (3 out of 27)
6% of Associate Professors (lout of 8),
12% of Full Professors (3 out of 24)

Of the 15 departments examined in the College of Arts and Sciences, women account for the following percentages: (if Physics and several very small departments had been included the proportion of women would even be lower)

57% of the Instructors (102 out of 179)
26% of the Lecturers (9 out of 34)
15% of the Assistant Professors (30 out of 204)
13% of the Associate Professors (14 out of 112)
8% of the Full Professors (9 out of 120)

In the following departments of the College of Education*, women account for:

Early Childhood Education

64% of the Graduate Assistants (7 out of 11)
75% of Instructors (3 out of 4)
33% of the Lecturers (1 out 3)
81% of the Assistant Professors (13 out of 16)
13% of the Associate Professors (1 out of 8)
13% of the Full Professors (1 out of 8)

Secondary Education

53% of the Graduate Assistants (10 out of 19)
56% of the Instructors (9 out of 16)
37% of the Lecturers (3 out of 8)
25% of the Assistant Professors (4 out of 16)
31% of the Associate Professors (5 out of 16)
40% of the Full Professors (2 out of 5)

Administration, Supervision and Curriculum

50% of the Graduate Assistants (2 out of 4)
0% of the Instructors (0 out of 1)
0% of the Lecturers (0 out of 1)
0% of the Assistant Professors (0 out of 2)
0% of the Associate Professors (0 out of 3)
20% of the Full Professors (1 out of 5)

CHILD STUDY

45% of the Fellows (5 out of 11)
67% of the Graduate Assistants (2 out of 3)
80% of the Instructors (8 out of 10)
75% of the Lecturers (3 out of 4)
18% of the Assistant Professors (2 out of 11)
28% of the Associate Professors (2 out of 7)
28% of the Full Professors (2 out of 7)

* Admission data on new graduate students was not available.

COUNSELING AND PERSONNEL SERVICES

67% of the Graduate Assistants (4 out of 6)
83% of the Instructors (5 out of 6)
0% of the Lecturers (0 out of 2)
44% of the Assistant Professors (4 out of 9)
0% of the Associate Professors (0 out of 6)
0% of the Full Professors (0 out of 4)

SPECIAL EDUCATION

73% of the Fellows (11 out of 15)
50% of the Graduate Assistants (2 out of 4)
100% of the Instructors (4 out of 4)
50% of the Lecturers (1 out of 2)
50% of the Assistant Professors (1 out of 2)
25% of the Associate Professors (1 out of 4)
100% of the Full Professors (1 out of 1)

NUMBER OF WOMEN HOLDING TOP LEVEL POSITIONS AT

THE UNIVERSITY OF MARYLAND*

Board of Regents and Md. State Board of Agriculture: 11 members, one of whom is a woman (the Assistant Secretary)

Central Administrative Officers (the President, Chancellor, Vice Presidents): 8, all of whom are men

Deans and Principal Academic Officers: 17, 2 of whom are women (the Dean of College of Home Economics, and the Dean of the School of Nursing)

Directors of Educational Services and Programs: 13, all men

General Administrative Officers: 14, all men

Directors of Bureaus and Special Services: 13, 2 of whom are women, the Director of Student Housing and the Director, University Relations, Baltimore Campus.

6% (5 out of 76 positions) are filled by women)

*as shown in 1968-70 catalogue